Course Title

Instructor Name

Spring 2017

Contact Information

Instructor: Zoë Wool & Cory Silverberg
Office:
Email:
Office Hours:

Course Objectives and Learning Outcomes

This course offers a unique opportunity to think about and engage with the dense nexus of disability and sexuality, understood as a field of power within which we might all be situated.

By the end of the course, students will:

- Understand basic concepts of ableism, critical disability studies and politics, such as the social and medical models of disability, disability justice, ally, "person first" language, and intersectionality.
- Be able to explain critiques of common ideas that frame disability as pity and tragedy.
- Be able to explain multiple arguments for the inclusion of sexuality in critical disability projects.
- Identify the ways race, gender, sexuality, class, and sociocultural location constitute each other and shape the distinctions between disability and normativity.
- Describe, and develop original insights about, the relationships and tensions between activist and academic approaches to disability.
- Identify and explain the relevance of disability to social issues, spaces, and practices related to gender and sexuality, and vise versa.

- Develop original insights into or arguments about the state of sexual accessibility in Houston.
- Translate, and elaborate the value of translating, concepts and practices that arise from disability experience, art, and scholarship into spaces not specifically focused on disability.

You are expected to come to class having completed and reflected on all readings and viewed all films assigned for the day. You should be prepared to ask questions about the material and topic, either 'big questions' that connect to the broad issues of the course or 'close questions' that relate to the specific arguments or ideas of a given text (including questions for clarification).

In this course, equal emphasis will be paid to personal reflection as to academic interrogation. Connecting course materials and guest presenters work to your own work and life is expected. You are not required to disclose personal experiences, politics, or identities, but you are expected to interrogate your own positionality in relation to the landscape of disability and difference we explore.

The guests for this course come from a range of backgrounds (art, academy, activism, clinic), and will work with you in a range of different modes. Part of the practice of inclusion and alternative pedagogy which this course enacts, is a cultivated willingness to participate in these varied forms of engagement.

Required Texts and Materials

You are responsible for purchasing Eli Clare's *Exile and Pride* (any edition). We encourage you to buy it from your local independent bookstore. Will be discussing it in the first week of April, so you can have plenty of time for a special order.

Graduate students will also be responsible for buying Alison Kafer's *Feminist.Queer.Crip*.

All other texts and films will be made available on the course Canvas site.

Assignments

Participation: 40%

"Participation" includes meaningful contributions to, and engagement with, in class discussions, activities, and exercises. Remember that saying more is not the same as thoughtful and engaged participation, and talking is not the only way to participate (e.g. actively listening, taking in other's contributions, engaging in exercises, and asking questions are all essential modes of participation).

In Class Reflexive Journal: Most weeks, we will do brief in-class reflexive writing exercises which also count toward your participation grade. You can complete these in a dedicated notebook or on a laptop. In either case, you will submit them on the last class of the month so we can better assess the collective and individual experiences of the class. These are also a way that those of you who talk less often can demonstrate your engagement. Reflexive are not individually graded.

Reading Response & Comments: 10% (Last day of readings is April 7th)

Responses (500-750 wd): 5 (U grads); 7 (Grad)
Comments (150-300 wd): 8 (U grad); 10 (Grad)

Throughout the semester, you will write a series of critical responses to course texts (including films). Responses must be posted to the Canvas blog by 12am the night before we will discuss the readings. These are not essays, but an opportunity for you to collect and share your thoughts and questions about a text in advance of class. You can focus on one text, explore connections between them, or link one week's text to another week's or to material or events outside of class.

You are also responsible for commenting on your classmates responses through the semester. Comments are intended to be responses to responses in which you can share general reflections, common concerns, or more tangential connections provoked by the response you are commenting on. If the response leads you to ask further questions, feel free. But you are expected to read your fellow classmates contributions generously, and comments are meant to open up and expand our lines of thought, not shut them down.

In the week you choose to comment, you are only required to comment on one response (as opposed to all responses for a given week), though you are welcome to do more. However, each week only counts as one point, no matter how many comments you make.

Responses will be given a ✓- , ✓, or ✓+. For more feedback, you can come to office hours. Comments will not be graded.

Op Ed: 10% (Due Tuesday Feb 28th)

Write an op ed about the way a particular Trump policy will impact a particular intersection of disability and gender or sexuality. You should pick a publication and write this as if you were actually going to submit it (which we encourage you to do!). Length will be based on the guidelines of the publication, but average length for an oped ranges from about 350-650 words.

Opeds will be evaluated based on:

- The clarity with which they make the case for the relevance of the intersection of disability and gender or sexuality.

- The specificity with which you lay out the connection between this intersection and the policy in question.
- The concrete call to action it includes (essential for any oped).

There are lots of oped writing tips available online, and we encourage you to peruse them as you begin working on this assignment. We will share a few links on the Canvass site.

End of Semester Presentation (April 14th and April 20th): 10%

Here, you connect your semester's worth of reflections to your final project. Presentations should be 15 minutes, and should lay out your final project, synthesize key themes from your in class writings, and connect the two (e.g. how did the trajectory of your thinking over the semester lead you to your chosen project?). This is your opportunity to reflect on the development of your thinking over the course of the semester as well as to share your ongoing work with us and your fellow students to get feedback for the final project.

Final Project: 30% (Proposals due March 10th; 20 min conferences the week of March 20th; Papers due April 27th;)

The final project is an opportunity to use the tools and perspectives developed in the course to explore a particular space, case, or context in which the intersection of disability and gender/sexuality comes to matter. This project may take you into the library or archives, or out into the community. This is an opportunity to delve deeply into one case, event, practice, space, or institution. We have created a list of possible projects, but you are more than welcome to propose your own.

Whatever your project, you must write a **1-2 page proposal, due March 10th,** including the topic or site, the issues of sexuality/disability you want to explore through it, and a brief outline of the final paper or report. **Each student will schedule a 20 minute conference to discuss the proposal during the week of March 20th** to discuss their proposal with us.

Case Study: Pick a public case in which a person/people with disabilities encountered structural oppression because of their gender/sexuality. Write a critical history of the case, highlighting how the intersection of sexuality/gender/disability was consequential in this case.

Accessible Sex in Houston Audit: how does the environment limit people's sexual options? Pick a site of public sexuality in Houston and conduct a disability audit using principles of universal design. Write a report that includes recommendations.

Interview a local disability organization about if/how they take sexuality and gender into consideration. Write a report that includes recommendations.

Contact a local organization focused on sexuality/gender and find out if/how they take disability into consideration. Write a report that includes reccomendations.

Medical Curriculum: Investigate 1-3 med school curricula and write an assessment about how they incorporated disability/sexuality/gender. Include recommendations for how they can do better.

Propose your own

Women's Empowerment Fair Extra Credit Opportunity:

The Houston Women's Empowerment Fair will be taking place on April 21st and 22nd. You can earn an extra 2% to your final grade if you addend the fair on either day and write a response for the Canvass blog reflecting on the event using perspectives developed in the course.

Grade Policies

Late assignments will be penalized 1/3 of a letter grade per day.

Absence Policies

Please let us know if you will miss a class. You are not required to provide documentation, and you are responsible for ensuring you stay on top of class material and discussion for the week's you miss. Remember that participation is a major part of the course, so regularly missing classes will be reflected there. If, for any reason, you think you will miss more than three classes, please be in touch so we can asses the possibility of makeup assignments.

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Disability Support Services

This course is intended for all Rice students, including those with disabilities, illness, injuries, impairments, or other conditions that tend to negatively affect one's equal access to education. If, at any point in the term, you think you might require an accommodation to be able to fully access the space, content, and experience of this

course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs.

I also encourage you to contact the Office of Disability Support Services (Allen Center, Room 111/ adarice@rice.edu/ x5841/ https://dss.rice.edu), where you can document your needs and create an accommodation plan. By making a plan through ODSS, you can insure appropriate accommodations without disclosing your illness, disability, or condition to course instructors.

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice.

Course Schedule

Thursday, January 12

Introduction

Friday, January 13

Introduction

READINGS:

It Ain't Exactly Sexy
Cheryl Marie Wade
in The Ragged Edge (ed. Barrett Shaw), Advocado Press, 1994.

It's Time to Politicize Our Sexual Oppression
Barbara Faye Waxman
in The Ragged Edge (ed. Barrett Shaw), Advocado Press, 1994.

Access Intimacy: The Missing Link
Mia Mingus
https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/

Thursday, January 19

Disability Justice

Guest presenter: Patricia Berne

Readings:

Skin Tooth and Bone: The Basis of Movement is Our People
Sins Invalid

Sins Invalid: An Unshamed Claim to Beauty (Documentary)

Friday, January 20

NO CLASS: Participate in the Inauguration Day Teach-In or other actions related to the inauguration.

Thursday, January 26

Allies, What are They Good For?

Cory Silverberg and guest presenter, Alejandra Ospina

Readings:

Interdependency (from Leaving Evidence)
https://leavingevidence.wordpress.com/2010/01/22/interdependency-exerpts-from-several-talks/

I Am Not a Person With a Disability (from XOJane)
http://www.xojane.com/issues/i-am-not-a-person-with-a-disability-i-am-a-disabled-person

Friday, January 27

A Disability Studies Primer

Zoë Wool

Readings:

Tom Shakespeare and Nicholas Watson
"The social model of disability: an outdated ideology?"
Research in Social Science and Disability 2: 9-28. 2002.

David Mitchell and Sharon Snyder
Narrative Prosthesis

Robert McRuer
Compulsory Able-bodiedness and Queer Disabled Existence

Chris Bell
Is Disability Studies Actually White Disability Studies?

Thursday, February 2

Foggy Thinking: Pedagogies, Cripistepistemologies, Toxicities, and Decolonial Projects

Guest presenter: Mel Y. Chen

Readings:

Brain Fog: The Race for Cripisemology
Journal of Literary and Cultural Disability Studies. 8(2): 171-184. 2014.

Toxic Animacies, Inanimate Affections
GLQ 17 (2-3): 265-286.

Unpacking Intoxication, Racialising Disability
Clinical Medical Humanities 41:25-29. 2015.

GRAD STUDENTS: Also read chapter 5 "Mercurial Affects" from *Animacies*.

Friday, February 3

Foggy Thinking: Pedagogies, Cripistepistemologies, Toxicities, Transness and Decolonial Projects

Guest presenter: Mel Y. Chen

Readings:

Brain Fog: The Race for Cripisemology
Journal of Literary and Cultural Disability Studies. 8(2): 171-184. 2014.

Toxic Animacies, Inanimate Affections
GLQ 17 (2-3): 265-286.

Unpacking Intoxication, Racialising Disability
Clinical Medical Humanities 41:25-29. 2015.

GRAD STUDENTS: Also read chapter 5 "Mercurial Affects" from *Animacies*.

Thursday, February 9 - NO CLASS

Friday, February 10 - NO CLASS

Thursday, February 16

Black Liberation Theology and Disability

Guest presenter: Kendrick Kemp

Readings:

A Theology of Resilience: Defying the Status Quo

Friday, February 17

Race, Disability, Art

Guest presenter: Syrus Marcus Ware

Readings:

Ejiogu, Nwadiogo, and Syrus Marcus Ware. "How Disability Studies Stays White, and What Kind of White it Stays." *Society for Disability Studies, Baruch College, New York* (2008).

Ware, Syrus, Joan Ruzsa, and Giselle Dias. "It Can't Be Fixed Because It's Not Broken: Racism and Disability in the Prison Industrial Complex." In *Disability Incarcerated*, pp. 163-184. Palgrave Macmillan US, 2014.

Magic from the madness: On black disabled activists and artists making change in 2016. Written for CBC Arts http://www.cbc.ca/beta/arts/magic-from-the-madness-on-black-disabled-activists-and-artists-making-change-in-2016-1.3911410

Thursday, February 23

Sexuality, Disability, and Gender

Guest presenter: Margaret Nosek

Readings:

Nosek MA, Rintala DH, Young ME, Howland CA, Foley CC, Rossi D, Chanpong G. "Sexual functioning among women with physical disabilities.." *Arch Phys Med Rehabil*. 1996 February;77(2):107-15. Pubmed PMID: 8607733

Nosek MA. Healthcare apartheid and quality of life for people with disabilities. Qual Life Res. 2010 May; 19(4):609-10. PMID: 20155326.

Friday, February 24

Disability, Sex, and the Politics of Accommodation

Cory Silverberg

Readings:

Selected readings from
The Ultimate Guide to Sex and Disability

Sexuality and Access Report and Film
Cory Silverberg and Fran Odette

Selections from Kulick and Rydström *Loneliness and It's Opposite*

Thursday, March 2

Exposure, Exclusion, and Vulnerable Spaces

Guest preenter: Alison Kafer

Readings:

"Other People's Shit (and Pee!)"
The South Atlantic Quarterly 115(4): 754-762. October 2016

Un/Safe Disclosures: Scenes of Disability and Trauma
Journal of Literary & Cultural Disability Studies 10.1 (2016)

GRAD STUDENTS: Also read Chapters 1,3, 4, and 5 from *Feminist, Queer, Crip*.

Friday, March 3

Exposure, Exclusion, and Vulnerable Spaces

Guest presenter: Alison Kafer

Readings:

"Other People's Shit (and Pee!)"
The South Atlantic Quarterly 115(4): 754-762. October 2016

Un/Safe Disclosures: Scenes of Disability and Trauma
Journal of Literary & Cultural Disability Studies 10.1 (2016)

GRAD STUDENTS: Also read Chapters 1,3, 4, and 5 from *Feminist, Queer, Crip*.

Thursday, March 9

Deaf Culture, Outreach, and Art

Guest presenters: Darla Connor & Alex Wilhite

Readings:

TBD

Friday, March 10

Anthropology and the Difference of Disability

Zoë Wool

Readings:

Rayna Rapp and Faye Ginsburg
Reverberations: Disability and the New Kinship Imaginary.
Anthropological Quarterly, Vol. 84, No. 2, p. 379–410.

Marcia Inhorn and Aditya Bharadwaj
"Reproductively Disabled Lives: Infertility, Stigma, and Suffering in Egypt and India" in Disability in local & Global Worlds Bendict Ingstad and Susan Reynolds Whyte, Ed.s. 2007.

Karen Nakamura
Barrier-Free Brothels: Sex Volunteers, Prostitutes and People with Disabilities. In Capturing Contemporary Japan: Differentiation and Uncertainty. Edited by Glenda Roberts, Satsuki Kawano, and Susan Long. Honolulu: University of Hawaii Press. 2014.

Thursday, March 16 - NO CLASS

Friday, March 17 - NO CLASS

Thursday, March 23

Performing Resistance

Koomah

Readings:

TBD

Friday, March 24

Performing Resistance

Koomah

Readings:

TBD

Thursday, March 30

HIV/AIDS

Guest presenters Naina Khanna & Venita Ray

Readings:

Friday, March 31

HIV/AIDS

Guest presenters Naina Khanna & Venita Ray

Readings:

Thursday, April 6

Intersectional Locations, Intersectional Politics

Guest presenter: Eli Clare

Readings:

Exile and Pride

Friday, April 7

Intersectional Locations, Intersectional Politics

Guest presenter: Eli Clare

Readings:

Exile and Pride

Thursday, April 13

NO CLASS: Attend Critical Care Symposium on Sat April 8th instead.

Friday, April 14

Presentations

Thursday, April 20

Presentations

Friday, April 21

Loose Ends

Cory Silverberg & Zoë Wool